

# Iraqi EFL Learners' Problems in Using Conjunctions as Cohesive Devices

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## Abstract

Writing has been assumed to be the most problematic language skill for ESL/EFL learners (Ting, 2003; Ong, 2011) and even for native speakers (Norrish, 1983). Apparently, Prommas and Sinwongsuwat (2011:77) stated that writing is more challenging than speaking since in written communication there is no extra means of help in terms of nonverbal expressions including gesture, facial expressions, and head movement, which are usually made use of to confirm that the message is properly presented. Hence, it is significant for ESL/EFL learners should others that they know well how to write in a way that makes the message clear for the readers .As such, learners ought to be aware of the mechanics of academic writing by mastering the formal and structural properties of a language. Not only does academic writing need the ability of university students to construct grammatical sentences, but it also requires the ability to construct a cohesive text by knowing how to using conjunctions.

Though conjunctions are not the only means that realize cohesive connectivity, they still function to signal logical relations in a text and help the reader connect different units and paragraphs to make sense of the text (Heino, 2010), and thus, they are regarded as the most important cohesive devices ensuing text unity. This paper aims to investigate the errors committed by Iraqi university EFL students in using conjunctions in their essays writing. The study is limited to Iraqi EFL second year students in English Dep, College of Arts, Kufa University during the academic year (2015-2016).

**Keywords:** Conjunctions, Cohesive Devices, EFL, Coherence, Writing

## Literature Review

Halliday and Hasan (1976, p. 226) define the term conjunction as "Conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse".

Whilst there are a number of labels used in the literature to refer to conjunctions, they all perform the same task in texts. Quirk, Greenbaum, Leech, and Svartvik (1985) and Zamel (1983) refer to them as conjuncts. Others have adopted different labels, for example: connective adverbs (Huddleston & Pullum, 2002); connectors (Granger & Tyson, 1996); discourse markers (Fraser, 1999; Parrot, 2000); discourse connectors (Cowan, 2008); linking adverbials (Biber, Conrad, & Leech, 2002); logical connectives (Crewe, 1990); and logical connectors (Celce-Murcia & Larsen-Freeman, 1999).. This study adopts Halliday and Hassan's (1976) definition of 'conjunction' as an operational definition because it is an all-inclusive term and categorically unambiguous.

Halliday and Hasan (1976) classifies conjunctions into four subcategories: additive, adversative, causal and temporal. These four categories are described as follows. First, the additive devices 'and, furthermore, for instance, and similarly' are used to link discourse units of semantic similarity. The additives introduce discourse (discourse and text are used interchangeably) units which repeat and emphasize the key point or add relevant new information to the previously mentioned expressions. Second, the adversative discourse conjunctions' yet, nevertheless, however, in fact, and instead' introduce information that mark corrections, contrasts, and opposites in light of previous information. Third, the causal devices' such as, hence, therefore, because, as a result, and in this regard' are used to introduce information that is a result or consequence of the preceding discourse. And finally, the temporal devices 'for instance, first, at last, next, previously, and simultaneously' are employed to relate two discourse units with sequential, simultaneous, and preceding relations. These four categories reflect four semantic relations between sentences in a text. It is thus important for students to understand the role of conjunctions in organizing written text.

The significance of conjunctions is to signal logical relations in a written text and increase the readability of it (Geva, 1992; Heino, 2010). Ting (2003) asserts that conjunctions are important elements for creating organic text connectivity; their presence hence should create unity and contribute to the quality of the text. Schleppegrell (1996, p.272) points out that, "Conjunction is a grammatical resource for indicating links within texts". Zamel (1983) asserts that it would be difficult, without conjunctions, to make sense of ideas, since these

conjunctions prepare the readers to anticipate the ideas which follow. Hence the appropriate use of conjunctions as an essential skill to acquire at the time when the students try to learn how to write has been asserted by researchers on discourse and writing pedagogy (Cook, 1989; McCarthy, 1991).

Several studies have attempted to illustrate how conjunctions contribute to better understanding of written discourse. The findings of these studies have been, to some extent, contradictory. Some studies have shown that there is no significant link between the deployment of cohesive devices and the quality of writing (Castro, 2004; Johnson, 1992; Zhang, 2000). Others have contended that there is a positive correlation between a number of cohesive devices and good writing (Ferris, 1994; Field & Oi, 1992; Jin, 2001; Neuner, 1987). Supporting the studies contending that cohesive devices affect the quality of textness, Liu and Braine (2005), in a study using Halliday and Hasan's (1976) framework, have investigated the use of cohesive devices in fifty argumentative essays written by Chinese undergraduate students. Their findings have revealed that there was a significant relationship between the number of conjunctions used and the quality of the argumentative writing made by these undergraduate students. Moreover, Sanders and Noordman (2000) indicate that conjunctions help the reader to construct representations, since they provide clear-cut information about the relation between text segments. Based on what has been mentioned above, it has become apparent that the appropriate use of conjunctions has a share in and brings about clarity and comprehensibility of a text.

However, the proper use of conjunctions has been found a challenge for ESL/EFL learners. Mention may be made of the problems ensuing from the use and deployment of conjunction which have been investigated by several empirical studies in ESL/EFL learners' writing. Granger and Tyson (1996) carried out a corpus-based study on connector usage in essays written by French students. They adopted a qualitative analysis to compare and contrast between French EFL learners and native English speakers pertinent to connector usage. Their choice of connectors was based on the list in Quirk et al.'s (1985) classification of conjunctions. Written essays were collected from French EFL students and native speakers. The results revealed no overuse of conjunctions in general by the French learners in their English essay writing when compared with native speakers' writings. Yet, the results also showed that corroborative, appositive and other types of connectors were overused in the French EFL writing. The results also illustrated that the eight conjuncts (using Quirk et al.'s term) however, instead, though, yet, hence, therefore, thus and then' were underused by the French students. They also demonstrated that the misuse of conjunctions related to semantic and syntactic aspects. Granger and Tyson inferred that the significant overuse and misuse of" indeed "in the French learners' writing was coterminous with such uses in L1 writings.

A further corpus-based study, conducted by Narita, Sato, and Sugiura (2004), was carried out to investigate the use of logical conjunctions in essays written by advanced Japanese EFL learners, comparable to their use in English native speakers' essays. They also made a brief comparison of Japanese learners' usage with that of advanced French, Swedish and Chinese learners of English. Twenty-five conjunctions were selected, based on the categorizations of logical conjunctions stated in Biber et al. (1999) and Quirk et al. (1985). The findings showed that certain similarities and differences among the four learner groups in the use of these conjunctions were quite evident. Hence it can be deduced that the influence of L1 transfer on the foreign learners' use of conjunctions remains indeterminate.

Meisuo (2000:87) conducted a study to investigate the use of cohesive devices in expository compositions written by Chinese second-year English major students, using both quantitative and qualitative methods. One hundred and seven essays were collected from the students of two universities in China. Halliday and Hasan's (1976) taxonomy of cohesive devices and their framework for analysis were used. Pertaining to conjunctions as cohesive devices, the findings spelled out that the students were inclined to overuse and misuse a variety of additives "and, also, besides, in addition, moreover, furthermore" and temporals "first, first of all, secondly, thirdly, finally", and also demonstrated the misuse of some adversatives "but, however, on the other hand, at the same time".

Lai (2008:66) conducted a corpus-based study to investigate the use of discourse connectors in the writing of Taiwanese EFL undergraduate writers, applying both quantitative and qualitative analysis. One hundred and eight conjunctions were selected for analysis based on Halliday and Hasan's (1976) taxonomy of cohesive devices. One hundred and two essays by 25 skilled and 26 unskilled Taiwanese undergraduate students were analyzed. His quantitative results indicated that the unskilled learners used conjunctions more frequently than the skilled ones, while his qualitative findings generally revealed that even though both groups used conjunctions appropriately, they committed errors in utilizing some conjunctions including: furthermore, in other words, besides, on the contrary, nevertheless, by contrast, hence, therefore, and because.

A further study was conducted by Hinkel (2001:63), to make comparisons between native speakers and non-native speakers in deploying conjunctions as cohesive ties in their compositions. The data of this study consisted of 898 academic essays written by American, Japanese, Korean, Indonesia, and one hundred and forty-five Arabic learners. The results illustrated that Japanese and Korean learners applied the same coordinating conjunctions as native speakers usually do. Conversely, Indonesian students' essays included less cohesive ties than those used in native speakers' compositions, while Arab learners' essays encompassed coordinators more than what is usually in native students' writings.

Finally, Mohamed-Sayidina (2010:54) conducted a research to examine the use of transition words and cohesive devices in English compositions written by ESL Arabic-speaking students, who were studying academic English module at the American University of Sharjah in the UAE. She came up with the conclusion that Arabic speaking learners used more additive words than the English native speakers did.

### Model of Analysis

As stated by Halliday and Hasan (1976:238), there are four kinds of conjunction; they are additive, adversative, causal, and temporal. In the following section all types of conjunction are highlighted.

1. *And* in all this time he met no one. (Additive)
2. *Yet he was hardly aware of being tired.* (Adversative)
3. *So by night time the valley was far below him.* (Causal)
4. *Then, as dusk fell, he sat down to rest.* (Temporal)

Conjunctions together can help to express a cohesive view and easy understandable and readable texts. Halliday and Hasan(1976) maintain that conjunctive elements are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily for reaching out into preceding or following text but they express certain meanings which presuppose the presence of other components in a discourse .Hence, in describing conjunction as a cohesive, we are focusing attention not on the semantic relations as such, as realized throughout the grammar of language, but on one particular aspect of them, namely the function they have to each other linguistic elements that occur in succession but are not related by other structural means.(ibid.). As is mentioned earlier, this study adopts a scheme of just four categories. In what follows, a brief description of each category.

#### Additive

The additive relation is somewhat different from coordination proper, although it is no doubt derivable from it. Considering cohesive relations,' *and, or, and nor* type' can be grouped under the heading of additive. Coordination is said to be realized in the form of a particular structural relation since it is incorporated into linguistic structure (Halliday and Hasan, 1976; 233), while additives indicate something rather looser and less structural than what it meant by coordination. Hence, if coordination relation is structural, the additive relation is cohesive. The correlative pairs, such as' *both ... and, either ... or, and neither ... nor*' do not occur to express in general a cohesive function; they restricted to structural coordination within the sentence. The reason is that a coordinate pair functions as a single unit.

'*And, or, and nor*' may express either the external or the internal type of conjunctive relation. For example' *and*', in the additive context, in fact, would reveal no clear difference between the two (external or internal); but when *it* is used alone as a cohesive item, as a distinct from *and then, etc.*, it often seems to have the sense of 'there is something more to be said' (Halliday and Hasan 1976; 245).

Example:

- (1) "While you're refreshing yourself," said the Queen, "I'll just take the measurements." *And* she took a ribbon out of her pocket, marked in inches... (Halliday and Hasan, 1976: 235)

Here *and* does link two different facts, which makes it external, but at the same time, it may serve to convey the speakers' intention that they should be regarded as connected in some way.

In what follows is a summary of the conjunctive relations realized by the additive type with an example for each one:

a. Simple additive relations (external and internal):

Additive : *and, and also, and... too.*

Negative : *nor, and ... not, not either, neither.*

Alternative : *or, or else.*

b. Complex additive relations (internal): emphatic

Additive : *further (more), moreover, additionally, besides that, add to this, in addition.*

Alternative : *alternatively.*

c. Complex additive relations (internal): de-emphatic

Afterthought : *incidentally, by the way.*

d. Comparative relations (internal):

Similar : *likewise, similarly, in the same way, in (just) this way.*

Dissimilar : *on the other hand, by contrast conversely.*

e. Appositive relations (internal):

Expository : *that is, I mean, in other words, to put it another way.*

Exemplificatory : *for instance, for example, thus.*

## Adversative

"Contrary to expectation" is the basic meaning of the adversative relation derived from the content of what is being said or from the communication process, and the speaker -hearer situation. For example:

(1) All the figures were correct; they'd been checked. *Yet* the total came out wrong. (Halliday and Hasan, 1976: 250)

The sense of contradiction is shown by the use of '*but*' and '*however*'.

For example:

(2) All this time Tweedledee was trying his best to fold up the umbrella, with himself in it ... *But* he couldn't quite succeed, and it ended in rolling over, bundled up in umbrella with only his head out. (Halliday and Hasan, 1976: 250)

(3) He's not exactly good- looking. *But* he's got brains. (Halliday and Hasan, 1976: 252)

(4) 'I see you're admiring my little box,' the Knight said in a friendly tone. '... You see I carry it upside-down, so that the rain can't get in.' '*But* the things can get out,' Alice gently remarked. (Halliday and Hasan, 1976: 252)

(5) ... it swept her straight off the seat, and down among the heap of rushes. *However*, she wasn't a bit hurt, and was soon up again. (Halliday and Hasan, 1976: 251)

(6) She failed. However, she's tried her best. (Halliday and Hasan, 1976: 252)

The adversative relation also has its internal aspect. Here the meaning is still 'contrary to expectation'; but the source of expectations is to be found not in what the presupposed sentence is about but in the current-hearer configuration whereby the point can be reached in the communication process.

For example:

(7) '... You might catch a bat, and that's very like a mouse, you know. *But* do cats eat bats, I wonder?' (Halliday and Hasan, 1976: 253)

The summary of conjunctive relations of the adversative type:

a. Adversative relations 'proper' ('in spite of external and internal)

Simple : *yet, though, only.*

Containing : *but.*

Emphatic : *however, nevertheless, despite this, all the same.*

b. Contrastive relations ('as against') (external):

Simple : *but, and.*

Emphatic : *however, on the other hand, at the same time, as against that.*

c. Contrastive relations ('as against') (internal):

Avowal : *in fact, as matter of fact, to tell the truth, actually, in point of fact.*

d. Corrective relations ('not... but') (internal):

Correction of meaning: *instead, rather, on the contrary.*

Correction of wording: *at least, rather, I mean.*

e. Dismissive (generalized adversative) relations ('no matter...still') (external internal):

Dismissal, closed : *in any case, in either case, whichever.*

Dismissal, open-ended : *anyhow, at any rate, in any case.*

### Causal

"*So, thus, hence, consequently, accordingly, therefore* and a number of expressions like *as a result (of that), because of that, in consequence,*' are used a means to realize the causal relation. All the examples of causal are regularly combined with initial *and*. Thus' *so*' occurs only initially, unless it is followed by *and*. There are three specific relations under the heading of causal relations. They are '*result, reason, and purpose*'. The simple form of expression is '*so intended to* ' as a result, for this reason, for this purpose.' They usually occur as distinguishable prepositional phrases. .

The simple forms *thus, hence, and therefore* all occur regularly in an internal sense to imply some kinds of reasoning or argument from a premise. The word 'so' occurs frequently internally in another meaning shared in it with' *then*'; it is a statement about the speaker's reasoning processes in order to conclude something from what is being said (or from other evidence)' (Halliday and Hasan 1976: 257)

The other type of conjunctive relations subsumed under the general heading of causal relations is the conditional type. Both of them are closely related linguistically; where the causal means '*a, therefore b*', the conditional means' possibly *a, if so, then be*'. , " and although the 'then' and the 'therefore' are not logically equivalent- *a* may entail *b* without being its cause- they are largely interchangeable as cohesive forms"(ibid.). The simple form of expression of conditional relation, meaning 'under the circumstances', is the word *then*.

Causal relations can be summarized as follows:

a. Causal relations, general ('because..., so') (external and internal)

Simple : *so, thus, hence, therefore.*

Emphatic: *consequently, accordingly, because of this.*

b. Causal relations, specific:

Reason : (mainly external)/or *this reason, on account of this.* (Internal) *it follows (from this), on this basis.*

Result : (mainly external) *as a result (of this), in consequence (of this).*

(Internal) *arising out of this.*

Purpose : (mainly external) for *this purpose, with this mind/view, with this intention.*

(Internal) ,*'o this end.*

c. Reversed causal relations:

Simple : *for, because.*

d. Conditional relations ('if..., then') (external and internal)

Simple : *then.*

Emphatic : *in that case, that being the case, in such an event, under those circumstances.*

Generalized : *under the circumstances.*

Reserved polarity: *otherwise, under the circumstances.*

e. Respective relations ("with respect to") (Internal)

Direct : *in this respect/ connection, with regard to this, here.*

Reserved polarity: *otherwise, in other respects, aside/ apart from this.*

### Temporal

The temporal relations are the relations between two successive sentences. Their relation in external terms, as content may be simply one of the sequences in time: the one is subsequent to the other. This temporal cohesion is expressed in its simple form by 'then'.

The other expressions of temporal relationship besides 'then' and 'and then' are *next, afterwards, after that, subsequently, following, later, since*'. Halliday and Hasan (1976; 261) stated that the presence of an additional component also make temporal relation more specific by the presence of an additional component in the meaning, as well as o of succession in time .For example:

a. then + immediately (at once, thereupon, on which)

b. then + after an interval (soon, presently, later, after a time)

c. then + repetition (next time, on other occasion)

d. then + a specific time interval (next day, five minutes later)

For a detailed analysis of conjunctions, see Halliday and Hasan (1976:239-267)

## Procedures

The population contains Iraqi EFL second class undergraduates during the academic year (2015-2016). It consists of (40) male and female students at the Dept. of English Language, College of Arts, Kufa University, Iraq. A written test was chosen as the tool of the study. The test form consists of four questions. The questions are designed to examine the students' writing skill and the way they incorporate conjunctions in their essays. These questions involve some sort of guided essay writing whereby the researcher asks them to write about their life, study, time, and health. First, the researcher provides the students with general key instructions or guide lines about how to answer these questions by clarifying the procedures. The researcher then answers their different enquiries. Next, the conjunctions are presented according to Halliday and Hasan's classification (1976)) to help them chose the correct conjunctions. Furthermore, these conjunctions are classified according to their semantic functions encoded into four types as they occur in different clausal contexts. The aim of this study is to investigate the proper /improper use of the following conjunctive adverbs:

1. Additive {and, also, too, in addition, as well as, furthermore, additionally, moreover, besides}.
2. Adversative {but, or, except, however, instead of, on the other hand, whereas, in contrast, nevertheless}.
3. Casual {so, because, so that, so as, for, therefore, thus, yet, until, since, though, due to, for that reason, due to, although}.
4. Temporal {after, before, when, whenever, at first, in the end, finally, formerly, next, then, now, as soon as}.

## Data Analysis

**Table 1**  
**Subjects' Achievement of the First Question**

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%
1	26	43	34	57
2	2	3	58	97
3	16	27	44	73
4	23	38	37	62
5	29	48	31	52
Total	96	32	204	68

From the table above, it can be concluded that most of their writings have flunked to present the proper temporal conjunctions. It is clear that they have difficulty to understand those conjunctions that their teachers have not used previously. This is quite apparent since the total number of their correct responses is (96, 32%) in comparison with their incorrect ones (204, 68%).

**Table (2)**  
**Subjects' Achievement of the second Question**

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%
1	8	13	52	87
2	5	8	55	92
3	32	53	28	47
4	4	7	56	93
5	23	38	37	62
6	3	5	57	95
7	2	3	58	97
8	33	55	27	45
9	6	10	54	90
10	20	33	40	67
Total	136	23	464	77

Table (2) elucidates that Iraqi EFL university students rarely use causal types of conjunctions in their writing as the total number of their correct choices (136, 23%) is lower than that of the incorrect ones (464, 77%). Consequently, the hypothesis which reads: Most Iraqi EFL university students do not use conjunctions correctly in their writing is verified.

**Table (3)**  
**Subjects' Achievement of the third Question**

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%
1	231	38.5	369	61.5
2	109	18.2	491	81.8
Total	340	28	860	72

As regards the items of this question, the results obviously show that the subjects can easily identify the conjunctions (adversative), but they have encountered real difficulties in using them, since the highest average of their correct responses concerning the recognition of the conjunctions is (231, 38.5%), whereas the low percentage (109, 18.2%) indicates that they are incapable of using them properly.

**Table (4)**  
**Achievement of the fourth Question**

No. of Question	No. of Correct Responses	%	No. of Incorrect Responses	%
3	96	32	204	68
4	136	23	464	77
Total	232	26	668	74

From the table above, it can be concluded that Iraqi EFL university students encounter difficulties in the use of additive conjunctions since their responses show that they do not know how to use them adequately in their writing. Therefore, the total number of their incorrect responses (668, 74%) is more than that of the correct ones (232, 26%).

The frequency of various types of conjunctions ranked in descending order is "adversative > causal > temporal > additive". (See tables 1 and 2) The other significant observation is that the frequency of adversative conjunction is higher than the frequency of other types of the conjunctions used. EFL learners employ the additive conjunctions "*and, too, and also*" more frequently than the other types of additive conjunctions such as "*in addition, or furthermore*" whose frequency is seen to be low.

As regard the adversative conjunctions, the use of "but" is common among most students because it is easily identified and used while the conjunctive adverb "however" is used by them haphazardly. Among temporal conjunctive adverbs, the use of "after that" instead of "then" is significant among most students because of its high frequency but adverbs such as "formerly, next, meanwhile, as soon as, and until" are the least identified and used conjunctions among EFL learners.

Envisioning the casual relations, the conjunction 'because' is the most frequently used conjunctions. "Although, though, since and for" are only just scarcely used. This is due to the assumption that the latter conjunctions, i.e.

since and for, are not perceived by them as conjunctions but they are mere adverbs the sole function of which is the expression perfect aspect.

In conclusion, it has been observed that the results of the study show that the inappropriate use of adversative and additive conjunctions represent the most frequent conjunction errors committed by learners as it is illustrated by figure(5).

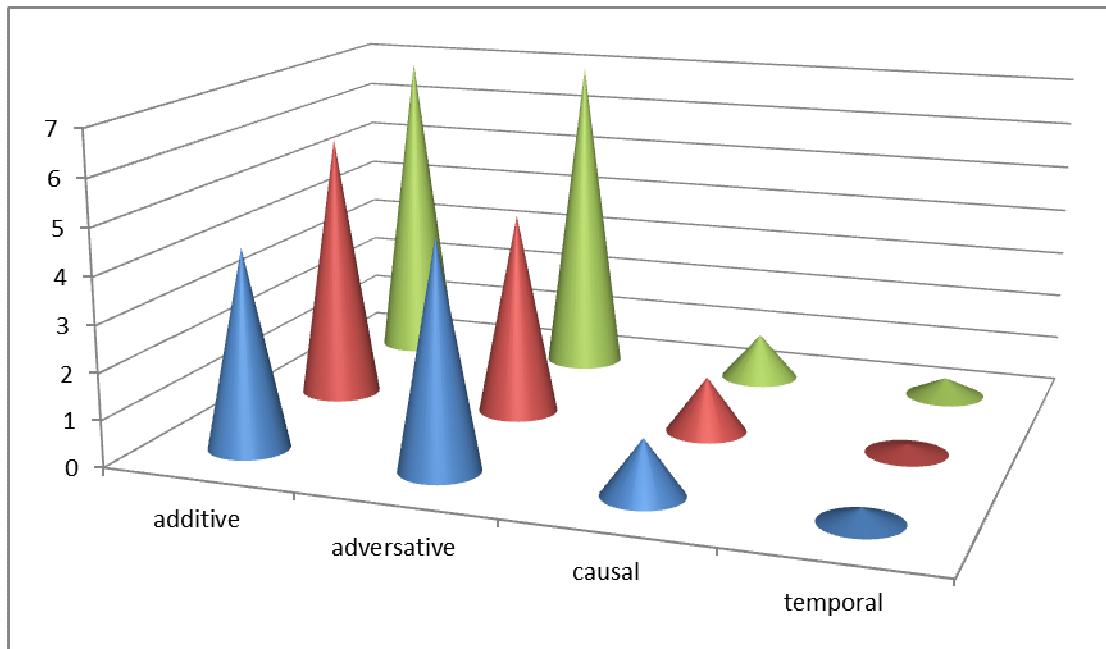


Figure (5): results of the tests

#### Discussion of the results:

The quantitative analysis has revealed that the simple additive conjunctions "and, in addition and moreover", are used without their cohesive signification which connotes adding new or more information. It has been found that the students are incapable of differentiating between the semantics of different adversative conjunction. For example, they use the conjunction 'whether' instead of 'however' and they use 'even' to wrongly mean 'even if'. In the same vein, they have used other types of conjunctions askew. They have depreciated the use of some conjunctions at the expense of other conjunctions. So, their paragraph writing is blurred by restricting themselves to the unnecessary employment of adversative and additive conjunctions where in reality they should have used causal and temporal ones per se. This may mean that their contribution is not as informative as it should be. Moreover, a high percentage of errors has been noticed when they are asked to spell out the conception of contrast whereby they envisage the overt contrast as if it were something which is implied. This is clearly seen by their erroneous deployment of '*nevertheless*' and '*in contrast*'. Learners employ also redundant additives in their effort to join simple sentences. One can also notice that they cannot reiterate the proper causal relations so as to form a cohesive chain. This is done by the disorderly enactment of the cause and the effect relation resulted from the overuse of '*because*'. With the cohesive relation between sentences in which the text unfolds the proper successiveness of the sentences, the logical precedence of cause over effect is reflected in the typical sequence in which sentences related in this way tend to occur. (Halliday and Hasan, 1976:259-260). In the same line, these students use less the conjunctions 'yet, however, and therefore' to express the causal logical relations. By doing so they have failed to signal logical relations in their writings to connect different units and paragraphs so as to make sense of what they are writing

Finally, it is seen that, surprisingly, the total sum of errors in employing temporal relations has been to say the least of all the errors.

## Final remarks

1. The analysis of the data has revealed how problematic inconsistent knowledge about the conjunctions as cohesive devices. In many cases, the students have failed to keep the propositional content of these conjunctions because they misunderstand or misuse the cohesive function of them which results in an awkward responses.
2. Although 70% of the examinee have succeeded to answer the questions, many of their inconvenient answers have been induced by the misuse of conjunctions and the incapacity to render ideas into complete and meaningful sentences. In consonant with the researchers' conviction, Iraqi EFL undergraduates are not taught modules which enable them to solicit the proper methodology of writing well organized papers or essays.
- 3-Iraqi EFL undergraduates are not sufficiently capable to yield united and coherent writings by their own due to the employment of disconnected ideas and the failure to write coherent paragraphs for the required text .Unfortunately, they are not in the stream of expressing ideas that can flow smoothly from one sentence to the next sentence. This means that they have attempted to write about the main points but they have not been successful in using the proper conjunctions to link details to each main point. They should have understood that unity is a very important characteristic of good paragraph writing .As a result, it seems that their writings lack unity or their sentences are off-topic because they are not related to the main topic
4. The researchers have highlighted three major types of errors committed by these students. They can be summarized as follows:
  - a- Wrong choice of conjunctions.
  - b- Failure to recognize the right conjunction.
  - c- Providing no conjunctions or/and no answers about them

Misuse of English conjunctions related to incoherent writing comes from learner's first language interference , improper mechanical exercises, and misleading list of connectors in textbooks demonstrated as if mutually interchangeable without contextual constraints .Form-focused instruction with explicit semantic , stylistic and syntactic properties can help learning conjunctions. It is seen by the researchers that pedagogically sound instruction design for conjunction materials can help college EFL learners write more accurate and coherent essays. This is because that these learners seem to have a limited repertoire of conjunctions and therefore tend to often rely on a small set of conjunctions such as 'and' and 'but' to link their writing. Undoubtedly, writing as one of the foreign language skills is really arduous(Ghasemi:2013).The difficulty emanates both from generating and organizing ideas and translating these ideas into readable text .So , language learners indispensably need to write coherent and cohesive texts if they wish to prove to be qualified English writers, whether they are EFL or ESL learners. This is the case especially in EFL contexts in which there is much little exposure to English. As a consequence, much needs to be done in the teaching of writing to enhance the students' awareness of the importance of cohesive devices in their writing.(ibid.) The researchers believe that enough attention has not been paid to the way in which sentences are used in combination in order to form stretches of connected discourse. This connotes that in the classroom settings, the teachers look at language as essentially knowledge of the syntactic structure of sentences. In fact, students face difficulty coping with language in its normal communicative use. This problem requires new orientation both in teaching and research. This new orientation imposes a change from the sentence as the basic unit of study to the use of a series sentences in a discourse.

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